



JUDICIARY PERFORMANCE EVALUATION GENERAL PERFORMANCE EVALUATION FACTORS

Purpose: The Maryland State Judiciary, through its Performance Evaluation Process, strives to recognize and respect the voice and value of every member of its workforce. This evaluation process serves the interests of employees and management by translating the Judiciary's mission into specific, achievable organizational and job specific competencies. The continuous communication between employee and supervisor prompted by this program promotes not only opportunities for education, training, and career development, but provides timely performance feedback and recognition of job accomplishments.

Evaluation Period: _____	
Employee: _____	Position PIN #: _____
Jurisdiction/Location/Unit: _____ (e.g. District Court/Baltimore City/Civil; AOC/Human Resources/Employee Relations)	
Position Title: _____	Work Phone#: _____
Supervisor: _____	Work Phone #: _____
If Not Within Regular Evaluation Cycle, Explain Reason: _____	

OVERALL PERFORMANCE EVALUATION SCORE

(See Instruction for Calculating Overall Performance Evaluation Score, Page 2)

<input type="checkbox"/> Unacceptable 1.0-1.4 Step Increase Denied	<input type="checkbox"/> Needs Improvement 1.5-2.4 Step Increase Denied	<input type="checkbox"/> Meets Standards 2.5 – 3.4 Step Increase Approved	<input type="checkbox"/> Exceeds Standard 3.5-4.4 Step Increase Approved	<input type="checkbox"/> Far Exceeds Standards 4.5-5.0 Step Increase Approved
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NOTE: IF OVERALL PERFORMANCE RATING IS LESS THAN 2.5, A PERFORMANCE IMPROVEMENT PLAN MUST BE ATTACHED

EMPLOYEE COMMENTS: My signature indicates that this evaluation was discussed with me in conference. I have personally reviewed this report and understand that my signature does not imply agreement or disagreement.

Signature: _____ Title: _____ Date: _____

CERTIFICATION BY RATER: I hereby certify that this report constitutes my best judgment of the employee's work performance and is based on my observations and knowledge of his/her work.

Immediate Supervisor's Signature: _____ Title: _____ Date: _____

Supervisor's Signature: _____ Title: _____ Date: _____

Manager's Signature: _____ Title: _____ Date: _____

Administrative Official's Signature: _____ Title: _____ Date: _____

INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM

Overview: The Integrated Performance Evaluation Program is a comprehensive program designed to address the general evaluation factors of all positions; and certain specific factors for exempt and supervisory positions. The objective of the Judiciary is to pursue continual improvement in the performance of each employee. Employee performance evaluation will be done at least annually. In order for a salary step to be granted, an employee must receive an overall rating of at least "Meets Standards."

Scoring: Choose the evaluation score and description that best characterize the employee's work performance. Place an "X" in the box in the upper left corner of that evaluation score. **Only one score should be chosen. Do not "split" between two scores.**

Comments:

1. Comments should only discuss **observable job-related behavior** and should be directly related to the **essential functions** of the position.
2. Consideration should be given to providing **specific examples** of job-related work that indicate how the employee did or did not accomplish the goals and activities of the position.
3. Include comments that indicate the measure or standards that were or were not achieved. These should reflect not only the job-related goals and objectives, but how well the employee's job performance contributed to the missions and goals of the organization. (*e.g., "Explains licensing procedures to customers in a consistently courteous, prompt manner, both at counter and via phone, and reflects a respect for confidentiality and for individual diversities."*)
4. Each evaluation factor represents a unique set of skills and/or responsibilities. Evaluate each factor separately; do not allow the evaluation of one factor to unduly influence the evaluation given to another factor. (This is sometimes known as the "halo" effect where one evaluation score overshadows or colors other evaluation scores.)

Appendixes to The Performance Evaluation Form:

There are two appendixes to the performance evaluation form:

Appendix A: Additional Factors for Exempt Positions (Positions exempt from the payment of overtime in accordance with the Fair Labor Standards Act)

Appendix B: Additional Factors For Supervisory Positions

1. The General Performance Evaluation Factors are applicable to all employees.
2. An employee in one of the two categories cited in the appendixes above should also be rated using the additional factors for that category.
3. The same rules and guidelines apply when completing evaluation of the additional factors.

Instructions For Calculating Overall Performance Evaluation Score:

1. Choose the evaluation score for each of the individual evaluation factors to evaluate an employee (both on the General Performance Evaluation form and, as relevant, on the appendixes).
2. Count the number of evaluation factors used.
3. Add the ratings given to each factor.
4. Divide the total sum of the ratings given by the number of evaluation factors used.

e.g. An Exempt employee was rated using the 14 evaluation factors on the General Performance Evaluation Form and the 2 evaluation factors on Appendix A. The sum of the scores given was 47. By dividing the sum of scores given (47) by the number of evaluation factors used (16), the Overall Performance Evaluation Score for this employee would be 2.94. This would place them in the "Meets Standards" range, so the supervisor would put an "X" in that box.

1. **WORK QUALITY:** Includes accuracy, neatness, and attention to details. Follows instructions and completes assignments appropriately, etc.

A. **Timely Completion of Assignments:** Completes work within established or assigned deadlines.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Assignments are rarely completed on time	Assignments occasionally are not completed on time	Assignments are completed on time with routine supervision	Assignments are completed on time with minimal supervision	Assignments are completed on time with little or no supervision

Comments:

B. **Accuracy:** Demonstrates attention to details and accuracy.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Work is frequently rejected because of mistakes; consistently makes errors; work must often be redone; mistakes frequently result in a negative impact to the Judiciary or the Public	Work is often rejected because of mistakes; often makes mistakes and does not catch them; mistakes often result in a negative impact to the Judiciary or the Public	Work is performed at acceptable level of accuracy; monitors and measures work products; can be consistently relied upon for acceptable results	Makes few mistakes, usually minor in nature; work is frequently of reliable high quality even with new tasks, or under difficult conditions; demonstrates ability to improve and/or expedite the monitoring and measurement of work products	Mistakes are extremely rare and always minor; consistently maintains highest quality standards and searches for ways to improve results; positive influence on work quality of unit

Comments:

C. **Working Under Pressure:** Performs work in difficult or stressful situations (e.g. working in a hectic, fast-paced environment, handling conflicting priorities, coping with emotionally charged situations).

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Does not work well under pressure or with distractions or in stressful situations	Low tolerance to pressure situations and distractions, which hinder job performance	Generally handles the routine pressures and distractions of the job	Frequently handles pressure situations and distractions without adversely affecting performance	Performs all assignments effectively regardless of the amount of distractions or pressure

Comments:

2. JOB KNOWLEDGE: Includes knowledge of and adherence to policies, procedures, etc; application of appropriate job skills; use of practices and procedures; organizational skills; use of technology/equipment; problem solving abilities.

A. Knowledge: Demonstrates an understanding of the knowledge, skills, and abilities necessary to accomplish job functions.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently does not apply the necessary knowledge or skills appropriately; fails to learn; requires constant supervision	Often does not apply the required knowledge and skills; often requires supervisory follow-up, correcting, checking or reminding	Consistently applies the necessary knowledge and skills appropriately; consistently produces full and acceptable work results	Frequently demonstrates ability to handle unusual situations; assists/shares knowledge and skills with other employees	Consistently stays current with new knowledge and techniques; seeks opportunities to learn new aspects of work and knowledge of the larger judicial system; special knowledge in work area is recognized even outside of unit; able to suggest positive changes to policies and procedures

Comments:

B. Use of Practices and Procedures: Adheres to specific job-related practices and procedures.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Rarely uses correct practices and procedures	Often fails to use correct practices and procedures	Consistently uses correct practices and procedures	Consistently uses correct practices and procedures and occasionally recommends improvements to procedures	Consistently uses correct practices and procedures and frequently recommends new or improved procedures and helps to implement them

Comments:

C. Organizational Skills: Organizes and prioritizes work activities to accomplish job duties in an acceptable, efficient manner and time.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Rarely organizes activities and information	Inconsistently and ineffectively organizes activities, information and resources	Consistently and appropriately organizes activities, information and resources	Systematically organizes activities, information and resources and makes some recommendations for improvement	Innovatively and systematically organizes activities, information and resources and makes recommendations for improvement

Comments:

D. Use of Equipment/Technology: Demonstrates the ability to use job-related equipment and technology, including ability to investigate and resolve minor operational problems or identify more effective use of job-related equipment, e.g. PC, software, etc.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently fails to make proficient use of equipment/technology	Often fails to make proficient use of equipment/technology	Uses basic equipment/technology proficiently	Uses a variety of equipment/technology proficiently and effectively	Develops innovative applications or uses of equipment/technology; exhibits proficient use of new technology, software, etc.

Comments:

E. Problem Solving: Recognizes a problem, makes a careful study of how it occurred and determines and recommends an effective solution.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Rarely recognizes problems; experiences extreme difficulty with analysis; unable to recommend solutions, or recommendations are ineffective	Inconsistently recognizes problems; experiences some difficulty with analysis; requires some assistance to develop workable solutions	Recognizes and analyzes routine problems and takes appropriate action	Recognizes and analyzes complex problems and takes appropriate action or recommends effective, creative solutions	Anticipates potential problems and acts accordingly; makes an effort to prevent recurring problems

Comments:

3. PRODUCTIVITY: Generates work products within established standards of production, within established deadlines, and in expected quantity.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently fails to produce expected volume of work and to use time appropriately; is not focused on work activities	Often fails to produce expected volume of work; does not use time appropriately; sometimes is not focused on work activities	Volume of work is consistently satisfactory; maintains production standards; finishes all assigned work in a timely manner	Frequently produces a high volume of work, even when undertaking new tasks or under difficult situations; occasionally performs special assignments and projects; uses unstructured time to benefit the Judiciary	Consistently produces more than the expected volume of work, even under difficult situations, and frequently performs special assignments and projects; uses unstructured time to benefit the Judiciary

COMMENTS:

4. CUSTOMER SERVICE: Is cooperative, helpful, considerate and courteous to internal and external customers. Demeanor is good-natured and employee is approachable.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently demonstrates disrespectful behavior; defensive, argumentative or uncooperative; incidents of rude and disrespectful behavior; fails to accept responsibility for mistakes; customer needs are rarely acknowledged or anticipated	Often demonstrates discourteous and less than tactful behavior; consistently disrespectful of the experiences and cultures of others; reluctant to help; occasionally fails to anticipate and recognize customer needs	Consistently demonstrates courteous and tactful behavior; cooperative; respectful of the viewpoints, experiences and cultures of others; attempts to address and anticipate customer needs	Frequently goes beyond the requirements to address and anticipate customers' needs; frequently anticipates service needs of others without violating office policies and procedures	Consistently goes above and beyond the call of duty to assist others and anticipate needs without violating office policies and procedures; always recognizes and responds to customer needs

COMMENTS:

5. TEAMWORK: Cooperates and contributes to a harmonious and productive work environment. Understands the vision of the organization.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Makes little or no effort to participate in the teamwork of the unit; does not appear to understand the impact of his/her actions on the team and/or morale	Participates in the teamwork of the unit, but needs to be encouraged to do so; often acts in a manner not conducive to good teamwork and morale	Consistently participates in the teamwork of the unit; willingly assists in backing up others or otherwise consciously participating in the team's work	Understands role in department, and initiates actions that contribute to the harmonious and productive work of the team	Consistently promotes a harmonious and productive work environment; an exceptional team member

COMMENTS:

6. COMMUNICATION: Expresses information clearly, accurately and concisely. Understands and shares information appropriately. Accepts suggestions or constructive criticism.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently demonstrates lack of basic communication skills or does not use them effectively	Often does not convey thoughts in a clear and concise manner; does not comprehend information and fails to ask questions when necessary; or fails to inform others of necessary information	Consistently gives direct and easily understood responses; comprehends information and asks questions; researches information; informs others of necessary information	Frequently demonstrates high quality, effective communication skills even in challenging and complex situations	Consistently demonstrates diplomatic skills; able to defuse charged situations; communicates difficult concepts with brevity and precision

COMMENTS:

7. ATTENDANCE/DEPENDABILITY: Is reliable, arrives and departs in a timely manner, including breaks; schedules leave in advance, in consideration of the office's needs; considers impact of leave usage on department operations and employees and acts accordingly. (Do not consider absences protected under FMLA and ADA)

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently tardy and/or consistently takes unscheduled leave; leave usage has adverse impact on department operations and employees	Often tardy and/or often takes unscheduled leave	Rarely tardy; presence can be relied upon; consistently schedules leave in advance as much as possible; considers office needs when scheduling leave; already at workstation and ready to work at beginning of shift	Willingly accepts undesirable shifts, overtime, or office coverage assignments; stays until a job is done, even if it requires staying beyond normal work hours with authorization; very flexible and available	Frequently volunteers to adjust leave schedule, takes overtime assignments, works undesirable shifts, or handles office coverage; extremely dependable regarding work hours and use of leave

COMMENTS:

8. ADAPTABILITY TO CHANGE; INITIATIVE; AND RESPONSIBILITY: Deals with change in a cooperative manner; meets deadlines and completes work as assigned; seeks additional responsibility.

<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Meets Standards	<input type="checkbox"/> 4 Exceeds Standards	<input type="checkbox"/> 5 Far Exceeds Standards
Consistently demonstrates resistance to change and adjustments to work assignments, procedures or equipment; uncooperative in dealing with unanticipated change; slow to start assignments; must be reminded to meet deadlines; requires close supervision; actively resists new aspects of work	Often does not accept changes and adjustments to work assignments, procedures or equipment; comments or behavior following change are not constructive; does not take initiative; reluctantly accepts responsibility; often misses deadlines	Takes initiative when appropriate; meets deadlines; consistently accepts responsibility for position; is cooperative in dealing with change; willingly learns new areas of work	Frequently takes initiative; welcomes extra responsibilities; work output is consistently thorough; presents positive outlook on changes and adjustments to work assignments, procedures, and equipment; motivation and productivity not affected by change	Enthusiastically accepts change and takes initiative on a regular basis; seeks additional responsibilities; volunteers for special projects or assignments; suggests work enhancements and improvements

COMMENTS:

SUMMARY COMMENTS: Provide a summary of the employee's performance as evaluated on this performance evaluation form, providing comments on both areas in which the employee has performed well and less than meets standards. Any factor which was rated "1" or "2", or "5" must be specifically addressed.

DEVELOPMENTAL GOALS: Provide information on the developmental goals that will be set for the employee during the upcoming evaluation period. Developmental goals may include expanding the employee's job-related knowledge, skills, abilities and responsibilities; citing additional assignments to be given during the upcoming evaluation period; changes that will be made to the employee's current responsibilities in the upcoming evaluation period; or other career development goals and objectives. For factors which were rated "1" or "2", cite performance improvement goals, including specific measurements and dates for completion.

IF OVERALL PERFORMANCE EVALUATION RATING IS LESS THAN 2.5, A PERFORMANCE IMPROVEMENT PLAN MUST BE ATTACHED TO THIS PERFORMANCE EVALUATION FORM